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Q1

Pathways Commission Task Force on Professionally Oriented Faculty Questionnaire for Chairs/Directors of Accounting Programs

The Pathways Commission, a separate entity jointly sponsored by the American Accounting Association and AICPA, has established a task force to identify action items that will facilitate the integration of professionally oriented faculty into the academic community as full and highly valued members. As a first step, the task force is developing a leading practices document. Once the document is developed, the task force will (1) recruit programs to pilot implementation and (2) identify other distribution channels.

You received this survey because you were identified as a chair or director of an accounting program that employs professionally oriented faculty. The Pathways Commission defines professionally oriented faculty as:

those whose education was intended primarily to prepare them for careers in business or accounting practice and who enter higher education at a later stage in their careers after gaining significant business or practice experience. These faculty members typically do not hold Ph.D. degrees.

If this definition describes faculty in your accounting program (i.e., full-time, non-tenure track faculty with significant business or practice experience), we encourage you to complete the survey as the survey will form the foundation for the leading practices document. Please note that if you have faculty who earned the Ph.D. degree, but the definition otherwise describes them and they are a full-time, non-tenure track faculty, they are considered professionally oriented faculty for purposes of this survey.

Thank you for your support of the Pathways Commission and the future of accounting education.

Q2

1. My institution is

- Public
- Private

Q3

2. My program offers

- An undergraduate degree only
- Undergraduate and Master's degrees
- Undergraduate, Master's and Doctoral degrees

Q4

3. If any of the following statements are Not Applicable, please provide a brief explanation.

	True	False	N.A.	Explanation if N
My program employs full-time professionally oriented faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
My institution has in force policies governing the activities and benefits of professionally oriented faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
My college/school of business has in force policies governing the activities and benefits of professionally oriented faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
My program has in force policies governing the activities and benefits of professionally oriented faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>



Q5

4. Whether or not made explicit in a formal policy, professionally oriented faculty are (or could be) involved in the following activities at my institution.

	True	False
Hiring tenure-track faculty (TTF)	<input type="radio"/>	<input type="radio"/>
Hiring other professionally oriented faculty	<input type="radio"/>	<input type="radio"/>
The promotion process for professionally oriented faculty	<input type="radio"/>	<input type="radio"/>
Curriculum development (undergraduate)	<input type="radio"/>	<input type="radio"/>
Curriculum development (graduate)	<input type="radio"/>	<input type="radio"/>
Research workshops	<input type="radio"/>	<input type="radio"/>
Academic (basic or discipline-based) research/publishing in academic journals	<input type="radio"/>	<input type="radio"/>
	True	False
Practice-oriented research/publishing in practitioner journals	<input type="radio"/>	<input type="radio"/>
Pedagogical research/publishing in pedagogical journals	<input type="radio"/>	<input type="radio"/>
Student recruitment	<input type="radio"/>	<input type="radio"/>
Placement of interns/graduates	<input type="radio"/>	<input type="radio"/>
Fundraising	<input type="radio"/>	<input type="radio"/>
Fostering alumni or other external relations	<input type="radio"/>	<input type="radio"/>
Student extracurricular activities (e.g., Beta Alpha Psi)	<input type="radio"/>	<input type="radio"/>
	True	False
Departmental committees	<input type="radio"/>	<input type="radio"/>
School/college of business and university committees, including Faculty Senate	<input type="radio"/>	<input type="radio"/>
Strategic planning on an equal basis with TTF	<input type="radio"/>	<input type="radio"/>
Graduate instruction (e.g., MACC, MBA courses)	<input type="radio"/>	<input type="radio"/>
Administration (e.g., program coordinator, program advising, center director, department chair)	<input type="radio"/>	<input type="radio"/>

Q15

Comments (optional):

Q6

5. Whether or not made explicit in a formal policy, professionally oriented faculty are offered the following benefits at my institution:

	True	False
A multi-year contract	<input type="radio"/>	<input type="radio"/>
Employee benefits equal to TTF (e.g., health care, 403B, season athletic tickets)	<input type="radio"/>	<input type="radio"/>
An orientation program for professionally qualified faculty	<input type="radio"/>	<input type="radio"/>
A formal mentoring program	<input type="radio"/>	<input type="radio"/>
Opportunities for promotion (e.g., Lecturer to Senior Lecturer, Senior Lecturer to Principal Lecturer)	<input type="radio"/>	<input type="radio"/>
Opportunities for outside employment (e.g., consulting engagements, corporate boards, expert witness opportunities)	<input type="radio"/>	<input type="radio"/>
Opportunities to teach executive education on an equal basis with TTF	<input type="radio"/>	<input type="radio"/>
	True	False
Opportunities for a reduced teaching load for research and service	<input type="radio"/>	<input type="radio"/>
Eligibility for awards and grants on an equal basis with TTF	<input type="radio"/>	<input type="radio"/>
Eligibility for development leave/sabbaticals on an equal basis with TTF	<input type="radio"/>	<input type="radio"/>
Reimbursement for professional association memberships and licensure fees	<input type="radio"/>	<input type="radio"/>
Reimbursement for academic association memberships	<input type="radio"/>	<input type="radio"/>
Reimbursement for participation in professional activities/meetings including travel	<input type="radio"/>	<input type="radio"/>
Reimbursement for participation in academic meetings including travel	<input type="radio"/>	<input type="radio"/>
	True	False
Teaching assistant support on an equal basis with TTF	<input type="radio"/>	<input type="radio"/>
Research support if requested	<input type="radio"/>	<input type="radio"/>
A private office	<input type="radio"/>	<input type="radio"/>
Telephone, computer, Internet and other technology access on an equal basis with TTF	<input type="radio"/>	<input type="radio"/>
Clerical support on an equal basis with TTF	<input type="radio"/>	<input type="radio"/>

Q16

Comments (optional):

Q7

6. I regard the professionally oriented faculty employed by my program as full members of (fully integrated into) the faculty at my institution.

- True
- False

Q8

7. Please comment on your answer to the previous question.

Q9

8. How many professionally oriented faculty does your program employ?

Q10

9. In my program,

	True	False
I hire only professionally oriented faculty with a graduate degree (e.g., MA, MACC, MS, MBA, PhD)	<input type="radio"/>	<input type="radio"/>
I hire (or would hire) professionally oriented faculty with an UG degree only and significant experience	<input type="radio"/>	<input type="radio"/>
I have hired (or would hire) professionally oriented faculty with an UG degree only who have completed the AACSB Bridge Program or a similar transitional program, regardless of experience	<input type="radio"/>	<input type="radio"/>
I hire only professionally oriented faculty with a professional certification	<input type="radio"/>	<input type="radio"/>

Q11

10. In my program, professionally oriented faculty on average carry a teaching load of _____ per semester/quarter.

Q12

11. In my program, newly hired professionally oriented faculty with a Bachelor's or Master's degree as their terminal degree earn _____% of the salary a newly hired, newly minted tenure-track assistant professor.

